



SC Annual School Report Card Summary

Arden Elementary

Richland 1

Grades: PK-5

Enrollment: 338

Principal: Dr. Peggie Grant

Superintendent: Dr. Percy Mack

Board Chair: Wendy Brawley

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD/SILVER AWARD	AYP STATUS	NCLB IMPROVEMENT STATUS
2008	At-Risk	Average	TBD	Not Met	N/A
2007	Below Average	Below Average	N/A	Not Met	N/A
2006	Below Average	At-Risk	N/A	Not Met	N/A

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT

0

GOOD

4

AVERAGE

4

BELOW AVERAGE

37

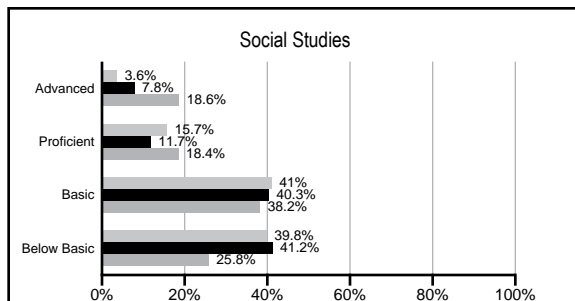
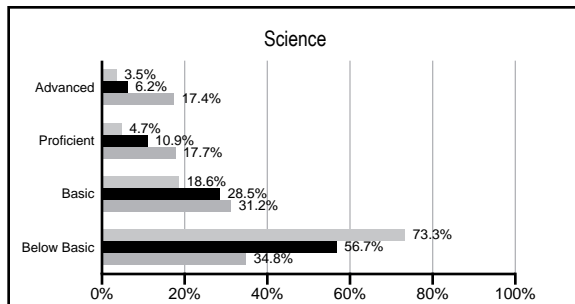
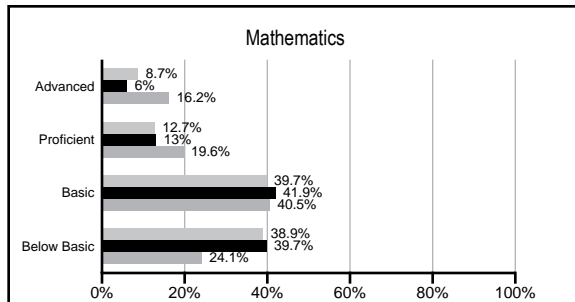
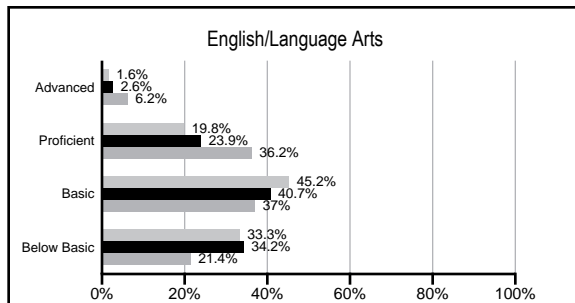
AT-RISK

57

* Ratings are calculated with data available by 02/17/2009. Schools with Students like Ours are Elementary Schools with poverty indices of no more than 5% above or below the index for this school.

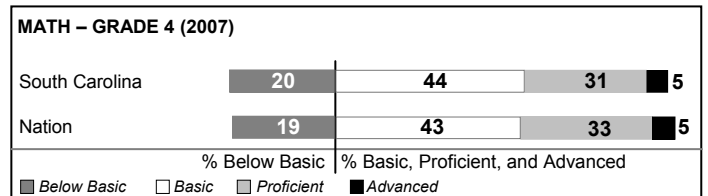
PACT PERFORMANCE

Our School Elementary Schools with Students Like Ours Elementary schools statewide



NAEP PERFORMANCE*

* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



SC PERFORMANCE GOAL

2010 Goal:

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

2020 Goal: TBD

Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined
NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status

Arden Elementary [Richland 1]

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=338)				
Retention rate	3.1%	Down from 3.4%	3.1%	2.3%
Attendance rate	96.0%	Up from 95.7%	96.0%	96.3%
Eligible for gifted and talented	4.1%	Down from 4.2%	2.7%	10.4%
With disabilities other than speech	6.9%	Up from 3.8%	7.6%	7.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=29)				
Teachers with advanced degrees	65.5%	Down from 70.0%	53.3%	56.7%
Continuing contract teachers	75.9%	Down from 76.7%	66.7%	77.3%
Teachers with emergency or provisional certificates	7.4%	Up from 3.7%	0.0%	0.0%
Teachers returning from previous year	87.8%	Down from 91.2%	82.5%	86.4%
Teacher attendance rate	93.3%	Down from 93.5%	94.8%	94.9%
Average teacher salary	\$48,726	Up 0.9%	\$43,596	\$45,345
Classes not taught by highly qualified teachers	0.0%	Down from 1.4%	1.4%	0.0%
School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	18.9 to 1	Up from 17.8 to 1	16.4 to 1	18.5 to 1
Prime instructional time	87.3%	Down from 87.5%	89.2%	89.8%
Opportunities in the arts	Excellent	Up from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$8,172	Up 3.1%	\$8,228	\$7,052
Percent of expenditures for instruction*	79.2%	Up from 78.0%	68.3%	69.1%
Percent of expenditures for teacher salaries*	74.5%	Up from 74.4%	60.5%	64.2%
% of AYP objectives met	53.8%		66.7%	85.7%

* Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	31	40	38
Percent satisfied with learning environment	96.8%	84.6%	90.9%
Percent satisfied with social and physical environment	100.0%	85.0%	81.1%
Percent satisfied with school-home relations	71.0%	89.7%	80.6%

*Only students at the highest elementary school grade level at this school and their parents were included.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

There were significant improvements at Arden Elementary School during the 2007-2008 school year. Our major focus was literacy: working with our students to have them reading and writing by the end of grade 3. Our School Improvement Council made this their area of focus as well, and geared their activities toward literacy. Professional development activities focused on high-yield strategies and effective teaching practices designed to improve literacy.

Several initiatives were implemented with literacy in mind: Smart Matters meetings focused on literacy skills that parents could work on at home with their children in Pre-K, Kindergarten, and grade 1; Leapfrog phonics learning games were purchased for all students in our Pre-K class and students were able to take these games home over the summer so that parents could continue the learning activities; students in Kindergarten, first, and second grades were placed in small homogeneous groups for 30 minutes of SIPPS reading instruction daily, non-homeroom teachers and instructional assistants helped with the instruction; an instructional assistant was hired to assist with literacy in grade 1; five retired teachers worked with students who needed individual tutoring in ELA and Math in grades 1-5 three days per week; our 21st Century grant partnership with Columbia College, provided after-school tutoring to 40 students in grades 1-5; fifteen tutors, sponsored by the United Way, mentored and tutored students two days per week; and the Wee Deliver writing program was implemented school-wide.

Our School Improvement Council sponsored an Evening at the Richland County Public Library, kept families informed of monthly activities at the library, and recommended the Leapfrog learning games for our Pre-K students. Council members participated in activities such as speaking to and encouraging the student body, tutoring students, writing articles for our school newsletter, and informing parents of our progress.

Staff members participated in numerous staff development activities designed to improve our students' literacy skills. High-yield strategies training, SIPPS training, and workshops on collaborative team planning helped teachers address individual student needs. Daily monitoring of instruction through classroom walk-throughs provided data that informed the entire staff of the need to implement strategies that had the greatest impact on student achievement.

While our PACT results showed improvement in the percent of students moving from Below Basic to Basic, our continued challenge is to get our students to the Proficient and Advanced levels of achievement. The initiatives that we began this year related to literacy will be continued next year with the addition of SIPPS instruction in grades 3, 4, and 5. We will continue to seek ways to meet the needs of all of our students to ensure that they are proficient readers and writers by the end of grade 3.

Anita Roberts, SIC Chair
M. Diane James, Principal

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